

Guidance for First-Time Certification COVID-19 From National Board Assessors

The following guidance is provided to candidates who are completing Components 2, 3, and 4 and who will be submitting their entries in the 2021-2022 assessment cycle. As you prepare your portfolio submissions, you should consider the specific component guidance below. **It's extremely important to remember that the same standards and rubrics will be used to evaluate a candidate's work whether instruction happens in person or in a virtual environment.**

Candidates may also consider attending professional learning or webinars on how to adapt instruction and assessment from a traditional classroom setting to a virtual setting. The National Board has made the [Core Connections](#) webinars available to all teachers as a free resource.

For the latest information on [COVID-19](#) related exceptions and guidance visit our website.

Component 2 Guidance

1. Student Work Samples

Important considerations when gathering evidence such as student work samples of instruction:

- Follow all specific certificate-area portfolio instructions.
- Follow all portfolio guidelines even though evidence may come from students in a virtual classroom setting. Evidence gathered from virtual or in-person instruction should meet the same portfolio requirements, including formatting specifications.
- Provide evidence of student growth.
- Provide and document the same strength of differentiation and feedback when the students are in remote settings as when they are in physical classrooms.
- Make sure students are aware of expectations regarding the quality of the work they submit. Student work samples collected in a virtual setting should meet the same rubric expectations with regards to quality as if they were in an in-person setting.

2. Component 3 Guidance

Recording videos

Important considerations when recording videos:

- Follow all specific certificate-area portfolio instructions. Follow all portfolio guidelines even though videos may be of virtual instruction.
- Consider the class size that meets specific certificate-area component requirements and provides clear and sufficient evidence for assessors to evaluate. For additional information on minimum class size, refer to Choosing the Right Certificate Guide.
- If possible, record the digital lesson directly from the video platform (Google Meet, Teams, Zoom) and remember that students must be visible on screen. While not all students must

be visible, every attempt should be made to capture as many students as possible on the screen.

- Screencastify or Loom may be some tools that can be used to record virtual classroom sessions. Padlet is another classroom tool that may be helpful. These are only some suggestions.
- If you cannot record directly on a video platform, consider using a tripod to show you and the students on screen.
- Record video of synchronous teaching where the teacher and the students can be seen and heard.
- Record often for students to become familiar with virtual instruction.
- Show student faces. Using only student icons or bitmojis in virtual classrooms is not allowed.
- Asynchronous lessons without students are not allowable forms of evidence to meet component requirements.
- Provide evidence of active student-to-student engagement, and teacher-to-student engagement.
- Provide a variety of instructional formats and strategies including student-centered instructional strategies.
- Provide evidence of different instructional strategies and different instructional formats and student-to-student engagement.
- Follow video length guidelines so as not to exceed the maximum length allowed. Additional evidence past the maximum allowed won't be scored.

3. Component 4 Guidance

Assessments in Virtual Classrooms

Important considerations when gathering evidence from virtual classrooms, such as formative and summative assessments:

Follow all specific certificate-area portfolio instructions.

- Follow all portfolio guidelines even though evidence may come from students in a virtual classroom. Evidence gathered from virtual or in-person instruction should meet the same portfolio requirements, including formatting specifications.
- Provide evidence of student growth.
- Provide data for the whole class if required by the specific certificate-area portfolio instructions; not just subsets of data or no data at all. There may be a few students that candidates may be missing data from, but that should be a minority and not the majority of students.
- Use a variety of assessments and don't limit the assessments to student questioning and teacher observation, or computerized assessments that are common practice. When using computerized assessments, make sure they are tied to the instructional goals.